



Relationships and Sex Education (RSE)

Policy Document

Written by	Reviewed by Faculty of PSHE/RSE	Next Review
Craig Rankin PSHE/RSE Subject Leader	July 2018	July 2020

Signed by:

Executive Head Teacher _____

1. School information

Name of School: The Beacon Folkestone

Date of Policy: July 2018

Member of Staff Responsible: Craig Rankin

Member of Governing Body with Designated Responsibility: Jim Winter

Review Date: December 2019

2. The purpose of the policy

The purpose of a whole school Relationships and Sex Education policy is to:

- Explain the definition, aims and objectives of RSE.
- Describe what we teach and the approaches we use.

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

As a school which values personal development in our children and young people we ensure our RSE is up to date and regularly evaluated.

This is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

Definition:

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline (21st Century Guidance 2014).

Legal Requirements:

The sex education contained in National Curriculum science (Key Stages 1 and 2) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13).
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16).

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Promotes the spiritual, moral, cultural, mental and physical development of pupils.

This is stated in section 2.1 of the National Curriculum framework (DfE, 2013a) and relates to duties set out in the 2002 Education Act and the 2010 Academies Act.

3. Aims and objectives

The aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Addressing Relationships and Sex Education has three main elements enabling pupils to:

- Explore their own and other peoples' attitudes and values.
- Develop and practice personal and social skills.
- Increase their knowledge and skills.

The Relationships and Sex Education (RSE) policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the under-pinning values and to deliver an effective programme that meets the needs of our pupils.

The Beacon explores/teaches RSE within the following moral and values framework based on the following principles:

- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- The right of people to hold their views within the boundaries of respect for the rights of others.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- An awareness of the way another person feels.
- The value of stable loving relationship.
- Mutual support and co-operation.
- Honesty and openness.
- Self-respect.

4. Ethos and Environment

a. Global statement:

Specify guidance documents on which the policy has drawn – key reference documents:

- Sex and relationship Guidance (SRE) for the 21st Century: Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000).

- Multi-agency practice guidelines: Female Genital Mutilation (2014).
- DCSF Sex and Relationships Guidance (0116/2000).
- The Equality Act 2010 and schools (DfE 2014b).
- Keeping Children Safe in Education, 2014a).

The Beacon will follow best practice by ensuring that the personal beliefs and attitudes of teachers will not influence their teaching of RSE lessons.

b. How and to whom will the policy be shared and consulted amongst in the Whole School:

Dissemination and consultation/review of policy includes:

- Consultation with wider school community e.g. school nurse.
- Review of RSE curriculum content with staff and pupils.
- Pupil focus groups or school council.
- Consultation with school governors.
- Questionnaires to parents/carers.

The policy will be available to parents through direct request and available on the website.

c. Working with parents and carers and the wider community:

- How they are informed and consulted.
- Confidentiality for parents/carers.
- Role of parents/carers.
- Access to resources.
- Right to withdraw.

Parents and carers have an especially important role to play in supporting PSHE/RSE education.

The Beacon is confident that the school's programme complements RSE across the school. To enable this, an information session for parents is offered to discuss the RSE programme. Teaching resources could be shown and opportunities will be given for discussion and questions.

Before any year group embarks upon its RSE programme, parents/carers are informed by letter of their right to withdraw their child from RSE lessons and given an overview of the topics the child will be covering. Parents/carers are also reminded that they can have a copy of the school's RSE Policy on request and that they can view any teaching resources being used in the delivery of RSE.

d. CPD for Staff:

The Beacon ensures RSE/PSHE CPD for staff through:

- Opportunities for the Subject Leader to undertake any training required to fulfil the position effectively.
- CPD by trained practitioners to take place for staff involved in teaching the subject.
- Surveys of all staff with regard to RSE content and support required.

e. Statement of The Beacon's commitment to equal opportunities and inclusion, with reference to the Inclusion and Equal Opportunities Policies:

The Beacon considers the needs of different groups within the school. (Boys and Girls, varying home backgrounds, Sexuality, SEN, LAC, Faith, Ethnicity and Culture etc). The programme is differentiated at point of delivery by trained staff, so that it is appropriate to pupils age, ability, gender and maturity.

We aim to ensure all pupils are treated fairly, with no discrimination or bullying on grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT) and any other groups, however they choose to identify. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

5. Specific Issues including Vulnerable groups

a. What kind of language will be considered acceptable and appropriate for use in RSE lessons?

All staff will:

- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive.
- Use inclusive language (such as partner instead of boyfriend/girlfriend).
- Use correct terminology as this is deemed good practice.
- Avoid the use of any slang.

It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Children and primary and secondary level need to know that using the word 'gay', to mean something is rubbish is wrong. See also 'The LGBT Issue' e-magazine for inclusive RSE and challenging homophobia biphobia and transphobia (Sex Education Forum, 2014).

b. Safeguarding:

Some issues may result in children and young people making disclosures which will be addressed in line with school safeguarding policy and procedures.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is available (Keeping Children Safe in Education, 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday, especially during the transition from primary to secondary school, is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

The Multi Agency Support Team play an important role in ensuring The Beacon meets these requirements through; staff training and awareness, daily support in school to pupils, parents/carers and staff, and liaison with external agencies.

c. Confidentiality:

Staff will follow school's policy with regard to confidentiality. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

A member of staff cannot promise confidentiality if concerns exist.

6. Outline

The Beacon delivers the RSE programme through:

- Specialist PSHE teaching.
- Form tutors (with appropriate training).
- All teachers (with appropriate training).
- HLTA for Relationships and Mental Health.
- External agencies used where appropriate to enhance programme.

The Beacon teaches RSE through:

- Delivery across the curriculum e.g. biological aspects through the Science curriculum and other aspects through English, Drama, Geography and as appropriate.
- Including and compromising but not limited to; quizzes, case studies, research, role play, video and small group discussion.
- A wide range of teaching methods can be used to enable students to actively participate in their own learning.
- Embedding within the PSHE Curriculum at a whole school level.
- Opportunities for each year group in form tutor time.
- Specific groups or individuals identified.
- Enhanced collapsed timetable days.

The Beacon uses an accredited registration practitioner delivering the METRO Get It scheme to support students in all areas of sexual health including; contraception, options available and demonstration, sex and the law, consent, sexual abuse and exploitation, negotiating sex and delay, sexually transmitted infections, sexual identity and signposting further support.

A pupil may be referred to receive a Relationships and Sex Education intervention; this may be on an individual basis or as part of a selected group.

A referral can be made by a member of staff or parents/carers if there are concerns relating, but not limited to; inappropriate touching, appropriate relationships, body image, changes during puberty, peer pressure, LGBT, human reproduction, boundaries, choices, risk and consequences.

These support systems and interventions are available to all pupils. Individuals are selected and a tailored plan is delivered to meet their needs. Parents/carers will be informed by letter when a pupil accesses this intervention. Parents/carers have the right to opt out by contacting the school directly.

The young person must always be offered the opportunity to discuss their sexual health in a private, confidential environment. All personal information and records are stored securely onsite in accordance with the Data Protection Act 2003 and only shared with METRO, except in the instance of a safeguarding referral.

The Beacon follows the Kent Country Council METRO Get It guidelines which are available on request.

7. Content

The PSHE Association's Programme of Study document covers the key concepts, skills and topics at different key stages which should be covered as part of a comprehensive programme.

https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=495

The Beacon Programmes of Study and Schemes of Work provide further detail of the content delivered to the children and young people. These are available via the school website, electronically on the staff area and physically in the PSHE subject folder.

8. Assessment

Teaching and learning of RSE will be assessed by:

- Student self-assessment
- Assessment for learning
- Teacher assessment
- Peer assessment

9. Monitoring

The RSE programme is monitored by:

- Lesson planning and observations
- Teacher monitoring
- Pupil feedback

10. Working with outside agencies

The Beacon may use the expertise of outside agencies.

Appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE.

11. Other Related School Policies

The policies links to:

- KCC METRO Get It Guidelines
- Teaching and Learning Policy
- Safeguarding Children Policy
- Equal Opportunities Policy
- E-Safety Policy
- PSHE Policy